

DOCUMENT RESUME

ED 460 077

SP 040 402

AUTHOR Bastick, Tony  
TITLE Materialist Culture and Teacher Attrition in the Caribbean:  
Motivational Differences between Novice and Experienced  
Jamaican Teacher Trainees.  
PUB DATE 2002-01-00  
NOTE 7p.; Paper presented at the Annual Conference on Caribbean  
Culture (2nd, Kingston, Jamaica, January 9-12, 2002).  
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research  
(143) -- Speeches/Meeting Papers (150)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS Elementary Secondary Education; Foreign Countries; Higher  
Education; Incentives; Labor Turnover; Preservice Teacher  
Education; Self Motivation; \*Student Teacher Attitudes;  
Student Teachers; \*Teacher Motivation; \*Teacher Persistence;  
Teacher Supply and Demand; Teaching Experience; Teaching  
(Occupation)  
IDENTIFIERS \*Jamaica

ABSTRACT

This study examined motivational factors responsible for the retention of experienced teachers in Jamaica. Using a stratified sample of Jamaican teachers in training, the study compared the motivations for teaching of 821 novice student teachers with the motivations of 206 student teachers having more than 3 years of teaching experience. Data from participant surveys indicated that the total motivation of experienced teacher trainees was significantly greater than that of the novice teacher trainees. Experienced teacher trainees were significantly less extrinsically motivated and significantly more intrinsically motivated than were the novice teacher trainees. (Contains 13 references.) (SM)

# **Materialist Culture and Teacher Attrition in the Caribbean: Motivational Differences Between Novice and Experienced Jamaican Teacher Trainees**

Tony Bastick

2002

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)  
This document has been reproduced as received from the person or organization originating it.  
Minor changes have been made to improve reproduction quality  
  
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY  
  
Tony Bastick  
  
TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

SP040402

BEST COPY AVAILABLE

---

**MATERIALIST CULTURE AND TEACHER ATTRITION IN THE CARIBBEAN: MOTIVATIONAL DIFFERENCES BETWEEN NOVICE AND EXPERIENCED JAMAICAN TEACHER TRAINEES**

---

Tony Bastick  
University of the West Indies

**Abstract**

The fluctuation of teacher supply and employment in Jamaica and other Caribbean countries makes it imperative that we settle the issue of why local teachers choose to stay as teachers or to leave the profession. This knowledge could be used to improve recruitment and retention of local teachers.

Research on school attrition usually employs longitudinal studies that follow a cohort of teachers through the initial stages of their careers in order to identify factors that are responsible for those who drop out along the way. These may not be factors that are directly amenable to selection and training of teachers. In contrast, this paper uses an Extrinsic, Intrinsic, Altruistic (EIA) factor model, specially developed to assess the motivations of Jamaican teachers, to compare the current motivations of novice and experienced teachers who have equivalent training. This synchronous research design avoids problems of economic and developmental change usually confounded in longitudinal studies. The purpose of the synchronous comparison design used here was to find the motivation components responsible for the retention of the experienced Jamaican teachers.

Using a stratified sample ( $n=1027$ ) of Jamaican teachers in training, the motivations for teaching of 821 novices were compared with the motivations of 206 teachers who had more than three years' of teaching experience. Results show the higher all-round motivation of these experienced Jamaican teachers and the lesser influence of materialism on their motivations for teaching.

**Introduction**

The fluctuation of teacher supply and employment in Jamaica and other Caribbean countries makes it imperative that we settle the issue of why local teachers choose to stay as teachers or to leave the profession. This knowledge could be used to improve recruitment and retention of local teachers and so help to reduce the fluctuation of teacher supply and employment.

Teacher attrition is both a regional and global problem. It is estimated in the United States that as many as 50% of teachers leave the profession within their first 5 years (Darling-Hammond, & Sclan, 1996). Many studies have researched factors that might influence teacher attrition (Betancourt-Smith, 1994; Gonzalez, 1995; Macdonald, 1995; Macdonald, 1999, Marso, & Pigge, 1995; Wilkerson, 2000). This study proposes that teachers leave the profession because it does not match their expectations. These expectations are operationalised by their motivations for teaching, categorised as Extrinsic, Intrinsic and Altruistic.

---

Bastick, T. (2002, January). *Materialist culture and teacher attrition in the Caribbean: Motivational differences between novice and experienced Jamaican teacher trainees*. Paper presented at the Conference on Caribbean Culture 2, University of the West Indies, Jamaica.

---

Salary is an example of extrinsic motivation. Research studies have found that increased salaries are a positive indicator of how long teachers stay in the profession. (Gonzalez, 1995; Shen, 1997) and particularly influence the length of the first teaching spell (Stinebrickner, 1998). Higher salaries are a major reason for teachers leaving the profession. However, the matter is more complex because it has been found that teachers accept reduced salaries when joining the profession. For example, Seyfarth, and Ranson (1989), researching reasons for teacher attrition in a longitudinal study with 14,489 teachers found that generally, teachers who left education for positions in other areas received higher salaries than those who entered teaching from positions in other areas. The interaction between attrition and extrinsic motivators like salary is complex. For example Berry, and Hare (1986), in a study of the teacher labour market found that teachers were still motivated primarily because of the intrinsic rewards of working with children or adolescents; yet increased incentives, such as salary, were important because they are a direct expression of indicators of intrinsic motivation such as how society values education. Traditional research on teacher attrition has not been able to unravel these complexities.

### **Teacher supply and employment in Jamaica**

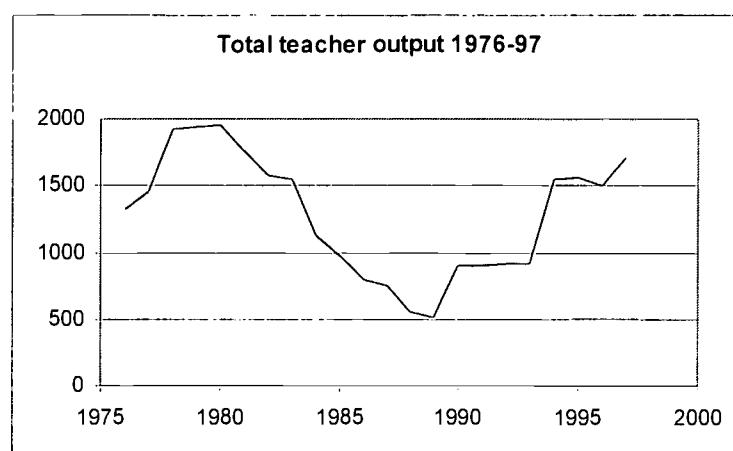
Each year Jamaica suffers an exodus of its most qualified teachers to recruiting agencies in Canada, the U.S.A. and the U.K. The following selected figures in Table 1 on teacher output and employment in Jamaica give some perspective on the fluctuations in teacher employment. These figures are derived from the year-by-year Economic and Social Survey Jamaica unless otherwise noted. The MOE figures for 1995/96 showed that 20,878 teachers were employed which was 2.7% down on the previous year. 79% were trained (MOE 1995-6)

*Table 1: Teacher output and employment in Jamaica 1979-1996*

Year	Teachers employed	Teachers trained	
1979/80	20010	n/a	
1987/88	18194	15584	86%
1988/89	18246	15523	85%
1990/91	18523	14297	77%
1991/92	19465	14924	77%
1995/96	20878	n/a	

These fluctuations are illustrated in Figure 1.

*Figure 1: Fluctuation in teacher output: Jamaica 1976-1987*



For comparison Table 2 shows the school aged population served by these teachers.

*Table 2: Jamaican school aged population 5-19 yrs. 1970-1992*

Year	School Population
1970	710900
1980	862800
1982	835750
1992	783050

It is against this background that we compare the motivations of novice and experienced teachers. The purpose of comparing motivations of novice teachers in training with experienced teachers in training on the assumption that the differences in their motivations might have some bearing on why the experienced teachers stay in the profession and why so many novice teachers leave the profession.

### **Method**

Research on school attrition usually divides the problems into four categories: teachers who voluntarily move to different schools; teachers who move to different schools through involuntary assignment; teachers who voluntarily leave teaching altogether; and teachers who leave teaching involuntarily through personal action, or who retire (Boe, Barkanic, & Leow, 1999). These are usually synchronic longitudinal studies that follow a cohort of teachers through the initial stages of their careers in order to identify the factors that are responsible for those who drop out along the way. These may not be factors that are not directly amenable to selection and training of teachers, such as changes in the economy affecting teacher shortages and relative pay or to changes in the personal development of the individuals such as marital and fertility needs (Stinebrickner, 1998). This study uses a different design. It is a diachronic study that controls for economic change and levels of training by taking a 'snap-shot' at one moment in time that compares the motivations of novice and experienced teachers who have the same degree of professional training.

### **The Extrinsic, Intrinsic, Altruistic (EIA) Motivation model of teacher motivation**

Based on 15-minute open interviews with 130 Jamaican teacher trainees and education lecturers, Bastick (2000) developed a 13-item instrument to measure the motivations of teacher trainees in Jamaica. When, administered to 1444 teacher trainees island wide, representing one-third of the teacher trainee population, the instrument revealed a clear Extrinsic, Intrinsic, Altruistic (EIA) factor model of teacher motivation that accounted for 51% of the total variance in the population. This instrument was administered to a stratified sample of novice teacher trainees and experienced teacher trainees who have three or more years' of teaching experience. The two groups had the same training, both groups consisting of first, second and third year teacher trainees. The inexperienced trainees ranged in age between 16 and 43 years with a median at 20 years. Allowing for some missing values, there were 217 males and 603 females with 382, 149 and 288 trainees in the first, second and third years of training respectively; that is 46.5%, 18.1% and 35.1% respectively. 525 were from rural parts of Jamaica and 270 were from urban areas in Jamaica that is 66.0% and 33.9% respectively. Of the 206 experienced teacher trainees, there were 45 males and 160 females (one missing value). Their teaching experience ranged from 3 years to 25 years with a median of 5 years. Although the median age of the experienced group was 28 years the eldest was 50 years old. 144 of these experienced trainees hailed from rural Jamaica while 50 of them lived in urban areas; that is 72.7% and 25.3% respectively. It will be noticed that a larger percentage of the experienced trainees came from rural Jamaica. They were also distributed across the three years of training as 60, 50, and 96 respectively; that is 29.1%, 24.3%, and 46.6%.

## Results and Discussion

Table 3 lists the mean factor scores for the total motivation and EIA component motivations of the two groups.

*Table 3: Mean motivation components of Experienced and Novice teacher trainees*

Teaching Experience	Years	Motivational differences			
		Extrinsic	Intrinsic	Altruistic	Total
Novice	0	0.0342	-0.2567	-0.0123	-0.2348
Experienced	3+	-0.1723	0.6289	0.1101	0.5667
Difference (effect size)		0.2066	-0.8856	-0.1224	-0.8014
Sig (p)		0.0120	0.0000	0.0690	0.0000

Table 3 shows that the total motivation of experienced teacher trainees is significantly greater than that of novice teacher trainees ( $0.5667 v -0.2348, p<0.05$ ). They are significantly less extrinsically motivated than novice teacher trainees and significantly more intrinsically motivated than novice teacher trainees. These factor scores are normalized  $N(0,1)$  and so the differences are effect sizes. From Table 3 it is seen that the two groups differ most significantly on the intrinsic motivation component. This difference is also the largest effect size. It is then quite probable that intrinsic motivation is the component of motivation that is most responsible for the retention of teachers in the profession. This finding is consistent with a study by Shen (1997) that also found that awareness of intrinsic benefits is a positive indicator of how long teachers stay in the profession.

This result can also be tested by using this EIA factor model with long serving teachers in different national contexts. The importance of this result is that it might be possible to reduce the high rates of teacher attrition by giving some consideration to applicants' intrinsic motivations when selecting candidates for teacher training courses.

It should be noted that the EIA three factor model of teacher motivation, developed in this research, is not a subtractive model. That is, for example, high intrinsic motivation does not preclude high extrinsic motivation. It is possible that a teacher high in both intrinsic and extrinsic motivation might not only make teaching a life long career but also rise to the top of the teaching profession. Future research could also test such hypotheses using the EIA model by comparing the measured motivations of teachers who are at different levels within the profession.

## References

Bastick, T. (2000). Why Teacher Trainees Choose the Teaching Profession: Comparing Trainees in Metropolitan and Developing Countries. *International Review of Education*, 46(3-4), 343-349.

Berry, B., & Hare, R. D. (1986, April). *The Problems and Promises of the Teacher Labor Market: A Qualitative Understanding of Processes and Contexts*. Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA. USA).

Betancourt-Smith, M. (1994, November). *Professional Attrition: An Examination of Minority and Nonminority Teachers At-Risk*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association. Nashville, TN. USA.

Boe, E., Barkanic, G. & Leow, C. S. (1999). *Retention and Attrition of Teachers at the School Level: National Trends and Predictors*. Data Analysis Report No. 1999-DAR1. (ERIC Document Reproduction Services No. ED436485)

Darling-Hammond, L., & Sclan, E. (1996). Who teaches and why: Building a profession for 21st century schools. In J. Sikula, T. Buttery, and E. Guyton (Eds.), *The handbook of research on teacher education*. NY: Macmillan.

Gonzalez, P. (1995). Factors That Influence Teacher Attrition. *NSTEP Information Brief*, n1, National Association of State Directors of Special Education, Alexandria, VA. USA. (ERIC Document Reproduction Services No. ED389127)

Macdonald, D. (1995). The Role of Proletarianization in Physical Education Teacher Attrition. *Research Quarterly for Exercise and Sport*, 66(2), and 129-41.

Macdonald, D. (1999). Teacher Attrition: A Review of Literature. *Teaching and Teacher Education*, 15(8), 835-48.

Marso, R. N. & Pigge, F. L. (1995, October). *Characteristics Associated with Teacher Attrition: Pre-and Post-Preparation Teaching Concerns of Candidates Teaching or Not Teaching Five Years after Graduation*. Paper presented at the Annual Meeting of the Midwestern Educational Research Association, Chicago, IL. USA.

Seyfarth, J. T. & Ranson, J. T. (1989, March). *Occupational Stayers and Strayers: Career and Salary Experiences of Current and Former Teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. USA.

Shen, J. (1997). Teacher Retention and Attrition in Public Schools: Evidence from SASS91. *Journal of Educational Research*, 91(2), 81-88.

Stinebrickner, T. R. (1998). An Empirical Investigation of Teacher Attrition. *Economics of Education Review*, 17(2), 127-36.

Wilkerson, C. (2000), Attrition of Foreign Language Teachers: Workplace Realities. *Foreign Language Annals*, 33(1), 31-35.



# REPRODUCTION RELEASE

(Specific Document)

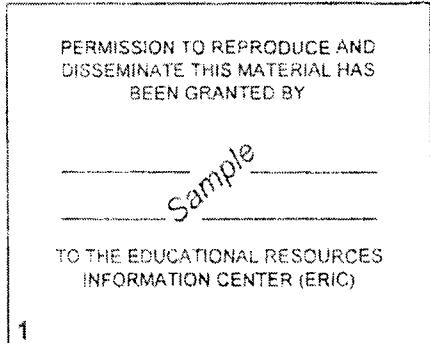
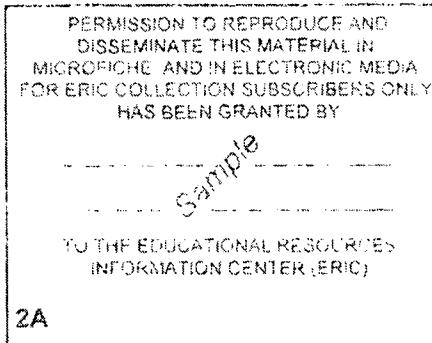
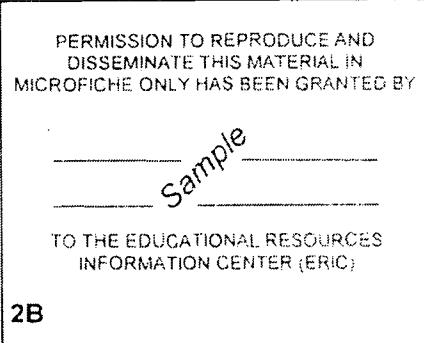
## I. DOCUMENT IDENTIFICATION:

Title:	Materialist culture and teacher attrition in the Caribbean: Motivational differences between novice and experienced Jamaican teacher trainees.	
Author(s):	Bastick, Tony	
Corporate Source:	Paper presented at the Conference on Caribbean Culture 2, University of the West Indies, Jamaica.	Publication Date: 2002, January

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
		
1  Level 1  <input checked="" type="checkbox"/>	2A  Level 2A  <input type="checkbox"/>	2B  Level 2B  <input type="checkbox"/>

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.  
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign  
here, →  
use

Signature: 	Printed Name/Position/Title: Tony Bastick, Research Coordinator, Dr.
Organization/Address: University of the West Indies, Department of Educational Studies, Mona Campus, Kingston 7, Jamaica	Telephone: (876)927-2130 FAX: (876)977-0482 E-Mail Address: tbastick@uwimona.edu.jm Date: 5th Dec 2001

### **III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):**

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### **IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:**

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### **V. WHERE TO SEND THIS FORM:**

Send this form to the following ERIC Clearinghouse:
---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**  
4483-A Forbes Boulevard  
Lanham, Maryland 20706

Telephone: 301-552-4200

Toll Free: 800-799-3742

FAX: 301-552-4700

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>